

## SUMMER READING #2 – *The Tale of Two Cities* by Charles Dickens

1. Students will read Charles Dickens' *The Tale of Two Cities*, and while reading, they should annotate the novel. (See below for instructions on how to annotate.)
2. While reading, students should look for important quotes or passages from the text. *The Tale of Two Cities* is divided into three parts. You must have a minimum of 10 quotes per part of the book. These quotes **will be handwritten** in a dialectical journal. (See below for instructions on how to create a dialectical journal.)
3. Finally, there will be a test, within the first full week of school, which will assess your understanding of the basic plot line, characterization, and author's style in the novel. The test will most likely be taken on Thursday, August 29<sup>th</sup>!

### HOW TO CREATE A DIALECTICAL JOURNAL

Divide your notebook page into two columns. Label the first column as "Quotes". Label the second column as "Response". Write out your quote or passage, and then respond by first analyzing the message of the quote. Again, do NOT summarize what the quote means. To make higher-level responses try the following:

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole.

**NOTE: ANY STUDENT WHO DOES NOT COMPLETE ALL THE SUMMER READING WILL NOT BE ALLOWED TO CONTINUE IN THE COURSE!**

**HELP???** Attached is a study guide that will help you to stay on track while reading. It is HIGHLY suggested that you complete this guide! Completing this guide WILL earn you bonus points or a chance to skip a future assignment. :)

<https://filecabinet.eschoolview.com/651CAF1C-FC7C-4DE7-AA03-1C1807A4D7FD/19ATaleofTwoCitiesGuided.pdf>

## HOW TO ANNOTATE A TEXT

**Annotation** is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- \* Make brief comments in the margins. Use any white space available – inside cover, random blank pages, etc.
- \* Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- \* Ask questions (essential to active reading).
- \* Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- \* Underline – CAUTION : Use this method sparingly. Underline only a few words..
- \* Highlight – use CAUTION – don't highlight everything!
- \* Create your own code.
- \* Use post-it notes ONLY if you have exhausted all available space (unlikely).

### WHAT SHOULD YOU COMMENT ON:

- \* Comment on the actions or development of a character. Does the character change? Why? How? The result?
- \* Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- \* Express agreement or disagreement.
- \* Summarize key events. Make predictions.
- \* Connect ideas to each other or to other texts.
- \* Note anything you would like to discuss or do not understand.
- \* Note how the author uses language. Note the significance if you can:
  - effects of word choice (diction) or sentence structure or type (syntax)
  - point of view / effect
  - repetition of words, phrases, actions, events, patterns
  - narrative pace / time / order of sequence of events

- irony
- contrasts / contradictions / juxtapositions / shifts
- allusions
- any other figure of speech or literary device
- reliability of narrator
- motifs or cluster ideas
- tone / mood
- imagery
- themes
- setting / historical period
- symbols

NOTE: The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway. Approach the works with an open mind. Let them inspire you and stretch your imagination. If you have questions before school starts, feel free to email me. Bring all of your annotated texts to class the first day.

## Summer Reading Definitions

The following definitions will help you prepare for the writing component of this summer reading portfolio. You are encouraged to mark passages/page numbers that relate to these elements for future reference.

Diction refers to the writer's word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author's diction as formal or informal, ornate or plain.

Writers and speakers appeal to ethos, or character of a person, to demonstrate that they are credible and trustworthy.

Writers and speakers appeal to logos, or reason, by offering clear, logical ideas.

Writers and speakers appeal to pathos, or emotion, to engage an audience.

Rhetoric is the study of effective, persuasive language use, including thinking, writing, and speaking strategies; rhetoricians analyze and evaluate what works and what does not work in a specific context.

Syntax is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves groups of words, while diction refers to the individual words.

Tone describes the author's attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an

author's tone. Some words describing tone are: pedantic, accusatory, serious, businesslike, sarcastic, humorous, melancholic, dejected, authoritative, ironic, inquisitive, condescending, zealous, reverent, cynical, satirical, facetious, scornful, apathetic, candid, vibrant, whimsical, cryptic, pompous, sardonic, denunciatory, poignant, objective, didactic, nostalgic, zealous, contemptuous, urgent, sentimental, insolent, inflammatory, pensive, incredulous, self-deprecating, benevolent and somber. Of course, don't just limit yourself to these words. Find the best tone word to describe your passage.

Figurative Language – includes literary devices such as metaphor, simile, onomatopoeia, alliteration, hyperbole, imagery, allusion, irony, foreshadowing, personification, point of view, pun, satire, symbolism, etc. NOTE: Most of these terms should be familiar to you. If they are not, make sure to study them before beginning the class.

## RHETORICAL TERMS:

### **ANAPHORA:**

A rhetorical device that repeats the same word or words at the beginning of successive phrases, or sentences, often alongside CLIMAX and PARALLELISM and using a TRICOLON. It is the direct opposite of ANTISTROPHE.

*"**To think on death** it is a misery,/ **To think on life** it is a vanity;/ **To think on the world** verily it is,/ **To think** that here man hath no perfect bliss" - Peacham*

*"But **one hundred years later, the Negro** still is not free. **One hundred years later, the** life of the **Negro** is still sadly crippled by the manacles of segregation and the chains of discrimination. **One hundred years later, the Negro** lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. **One hundred years later, the Negro** is still languished in the corners of American society and finds himself an exile in his own land" - Martin Luther King, Jnr.*

*"But in a larger sense, **we cannot** dedicate, **we cannot** consecrate, **we***

### **ANTITHESIS:**

One of the most common rhetorical devices, this deliberately contrasts two opposing ideas in consecutive phrases or sentences.

*"That's one small step for a man , one giant leap for mankind" --Neil Armstrong*

*"To be or not to be , that is the question" - William Shakespeare (Hamlet)*

## **CHIASMUS:**

A very effective technique where the words in one phrase or clause are reversed in the next.

*"And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country"* -- John F. Kennedy, Inaugural Address

*"When the going gets tough, the tough get going"* - unknown

*"Whether we bring our enemies to justice or bring justice to our enemies, justice will be done"*- President George W Bush